Technology Plan FY 2010-2012

Spartanburg School District Four
Woodruff, SC

www.spartanburg4.org

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Assistant Superintendent

02/11/2010

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Executive Summary

Spartanburg School District Four is committed to providing the most effective learning environment possible for all its students. This includes providing access for educators and learners to computer and other technologies that promote effective instruction and personalized learning opportunities.

The foundation of Spartanburg School District Fours technology resources is a high speed, fiber-optic, LOCAL area network. This is possible because of the close proximity of the district's facilities to each other. This network supports computing applications related to teaching/learning, telecommunications, facilities security, and other applications that are essential to the efficient and effective operation of the school district.

Technology Plan Team Members:

(See attached rosters)

Background Information

Spartanburg School District Four is one of seven school districts in Spartanburg County, located in the Upstate of South Carolina. It is the largest district geographically but has the smallest population of the seven districts. The district is comprised of four schools: Woodruff Primary School serves approximately 800 students in grades 4K-2. Woodruff Elementary School serves approximately 775 students in grades 3-5. Woodruff Middle School serves approximately 750 in grades 6-8. Woodruff High School serves approximately 850 students in grades 9-12.

Spartanburg School District Four serves a rural area with a large proportion of students traveling at least 5 miles to attend school. Nearly half of the district students travel to and from school on district buses and nearly half of all students are eligible for free or reduced lunch.

This goal of Spartanburg School District Four is to provide the best education possible for it's students. This Technology Plan supports that mission and has been developed through a process involving teams of educators, community members, parents, School Board members and students. The planning process was initiated by the Spartanburg School District Four Board of Trustees which identified 12 major strategic planning goals. One of these goals involved providing effective technology for various purposes of related to the other 11 goals. After this identification by the School Board, the district administration organized district level committees to develop specific adjective strategies and indicators of success.

Following the development of the district level strategic plan, each school organized committees to develop action plans for the major goals areas, including technology. This action planning process is ongoing and will continue throughout the time period covered by this technology plan.

School District Mission Statement:

MISSION

The mission of Spartanburg County School District Four is to prepare students to become confident, competent, respectful, and responsible individuals by creating a positive, innovative, safe and nurturing school environment in which staff, caregivers, and the community work together to provide opportunities for all students to achieve educational success and to become lifelong learners.

School District Overview:

Spartanburg School district Four seeks to provide its faculty, staff and students the best technological resources possible to foster effective teaching and learning. In administrative and instructional functions, technology is implemented via resources connected to a high speed local area computing network. Over the next three years, the district will expand and maintain existing resources, upgrade outdated resources and add newly developed technological resources. As more demands are placed on the network infrastructure upgrades to switches and other network devices will be necessary. In addition, workstations will require both hardware and software upgrades. Instructionally, cutting edge peripherals including interactive whiteboards will be acquired and their use integrated into the existing instructional program.

Current State of Technology – Assessment and Needs

A current inventory of computer technology resources is attached to this plan and identifies equipment and software that comprise the district's technological capacity. Through these resources the district is able to provide effective teaching/learning opportunities, facilitate communication among and between faculty, staff and other district constituents, and enhance numerous support service including security, facility management, and public relations.

Spartanburg School District Four provides a network infrastructure that supports workstations running various productivity and instructional applications, a video security system comprised of several dozen cameras at 4 different locations, an IP telephony communication system with handsets in every classroom and office, and centralized systems to monitor and control door locks and HVAC.

See attached inventory.

The Technology Plan

The portion of the district's current strategic plan that specifically addresses technology is attached to this document.

Technology Vision:

Spartanburg School District Four recognizes technology as a tool to support and enhance many of the district's primary goals including teaching/learning, personalization of services efficient management of resources, communication, security, faculty/staff professional development, and leadership.

How the Plan Was Developed:

The overall district strategic plan, including the district's technology plan was established through a process initiated by the district School Board and further developed through committees at both the district and school level. These committees first identified strategies, objectives, and indicators of success for each of the major goals established by the School Board, including the goal related to technology.

Next, the school level committees developed action plans that aligned with the district level strategic plan and facilitated the implementation of activities to meet the objectives and achieve the goals defined in the strategic plan.

Goals and Objectives for Improving Services: [The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or School District or Library services.

See attached Strategic Plan

Staff Training/Professional Development Strategy

a.   What are the specific resources and strategies that you plan to implement to ensure that your staff is ready to <u>use and maintain</u> the telecommunications and information technologies?

Our educators annually complete the online technology assessment that is provided through the state's e-portfolio system. The results of this assessment provide information to educators regarding the need for additional technology professional development. In addition to school and district wide technology workshops, seminars, and training sessions individual educators chose to pursue both graduate credit and non credit course work to support their developing technology proficiency.

b.   Who will be in charge of coordinating the professional development activities?

The district assistant superintendent will be in charge of coordinating all of technology professional development activities.

c.   Are there in-service slots set aside for technology-related professional development?

Yes. Annually the technology staff of the school district conducts in-service training sessions with all employees at the beginning of the school year. These sessions focus on any new technologies that have been implemented during the summer break and provide a refresher on procedures that have already bee established.

d.   Will the professional development be required for all that use it, or is it optional? If optional, what incentives exist to encourage teachers and librarians to pick up these new skills?

Technology professional development is required for those educators that utilize the specific technologies as a requirement of their job description. In addition, staff members are encouraged to advance their technological proficiency through self chosen training for which they are eligible to receive tuition reimbursement from the school district.

e.   What models of professional development would work in your organization to train your staff?

A variety of approached to the delivery of professional development is necessary to accommodate the needs and align with the schedules of educators in our school district.   Fixed-time training sessions, offered

during regular work hours are planned to ensure that staff members are trained in areas of technology that are required for the performance of their duties. More flexibility is allowed for educators in scheduling professional development that extends their expertise and enhances their proficiency in areas of technology that are supplemental to their responsibilities

f.   What professional development opportunities and resources exist for your technical staff?

The districts technical staff engage in a variety of professional development activities. Our technology coordinator regularly meets with technology coordinators from neighboring district as well as technology coordinators from around the state. All technical staff are provided the tuition benefit described above. Also, technical staff participate in training sessions focused on new and emerging technologies at local technology training centers. All such activities are supported financially by the district and staff complete these activities during their regular work schedule.

g.   Do you have the resources in house to train these staff members or do they need to go to outside courses, or a combination of the two?

See response to F.

h.   What financial and time resources exist to keep the staff up-to-date in learning about new technologies?

See response to F.

i.   What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet: courses sponsored by your state education or School District or Library agency)?

A variety of professional development opportunities are available to district staff. These include on-site seminars conducted by vendor consultants and other experts, distance-based online training such as webinars provided by state department of education consultants and others, courses and institution of higher education, attendance at conferences and conventions and peer delivered on-site training sessions.

j.   What professional development opportunities and resources exist for your professional staff (i.e., librarians) to ensure that they can not

only use the new technologies, but to use them to deliver improved School District or Library service?

See response to i.

k.   What classes or seminars are available to your staff on an ongoing basis within your organization?

See response to f.

l.   Can you staff meet with others who are already further along in implementing technology in another School District or Library?

Yes

m.   What professional development is available from service providers?

Virtually all of the hardware and software purchased for use by district staff includes professional development provided by the vendor. Any cost associated with this professional development s covered by the district.

n.   What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet: courses sponsored by your state education or School District or Library agency)?]

See response to i.

Timeline

• Activity	• Due Date
• Technology Audit	• April 15, 2010
• Identify Funding Sources	• July 1, 2010
• Complete Top audit Priorities	• Ongoing
• Upgrade Infrastructure	• End of Year Three
• Upgrade Network Interfaces	• Ongoing

- **Budget Summary**

Item/Activity	Cost	Funding Source
Audit	$8000	Local
Upgrade Infrastructure	$400,000	Local
Upgrade Work Stations	$200,000	Federal, State, Local
Smart Classrooms	$400,000	Federal, State, Foundations

Evaluation

a.   **How frequently will you update the plan?**
While the plan is monitored constantly, monthly meetings of major stake holders are held to evaluate the plan. Formal updates to the plan are made annually and a new plan is created every 3 years.
b.   **Who is responsible for updating the plan?**
The Assistant Superintendent
c.   **How will you determine if the technology plan was successful in meeting the goals of your institutional plans, i.e your School District or Library service plan? e.g. Interview/survey staff, patrons, other stakeholders; measuring progress made towards the benchmarks you set out in your goals; observations**
Several methods of assessing the effectiveness of the plan are employed by the district. Student performance data analysis, annual surveys, informal and formal interviews with district staff, and external agency audits comprise the methods comprise the program evaluation design for technology in the school district.
d.   **What goals and objectives of the Technology Plan were you able to meet? To what extent?**
Many of the goals and objectives of the technology plan are ongoing and have been determined to be progressing as expected. One major goal of the technology plan has been suspended due to extreme budget cuts at the state level. Installation of smart classroom technology, originally expected to be fully implemented in all learning spaces within the district within four years has been suspended. This initiative will be continued once sufficient revenues can be obtained.
e.   **Were there any unexpected outcomes or benefits to having the technology in place?**
No. However, our experience in the district is that to fail to plan is to plan to fail.
f.   **What goals and objectives of the technology plan did you not meet? Why? Are there ways to overcome these barriers?**
See response to d.
g.   **What is the plan for meeting unmet goals and objectives?**
Seek alternative funding sources to continue te installation of smart classroom technology.

h.   Are there other needs that have emerged since you last wrote/revised your plan? If so, what are they?

With the continuously developing use of additional interfaces to the district network, expansion and up grades to the districts network infrastructure are needed. These additional interfaces include IP telephony, IPvideo security cameras, computerized doorlocks, HVAC control, as well as more sophisticated work stations in classrooms, labs, libraries and offices.

i.   Are there any goals and objectives that are no longer relevant to your situation and should be deleted from the plan?

Through the revision process, any irrelevant goals and objectives have been eliminated for the plan.

j.   What developments in technology have emerged that you can take advantage of to improve School District or Library service for your community? How do you identify potentially useful new technologies (e.g. attending conferences, reading publications, networking with peers)?

The firm that is currently conduction our technology audit has been charged with identifying any potentially useful new technologies. These suggestions, along with information gathered by district staff through conference attendance, professional reading and networking with colleagues provide district leaders with information and data on which to base decisions regarding future technological enhancements.

Attachment 1: Technology Inventory & IT Skills Inventory

	How many?	Date Obtained
1. Client Devices & Software		
Client Devices		
Public PCs		
Student	**521**	
Staff PCs	**321**	
Client Software		
Windows XP	**All**	
Microsoft Office 2000	**736**	
Microsoft Office 2007	**106**	
2. Servers and Printers		
Servers		
Function:		
Processor type and speed		
RAM		
Disk space available		
Operating System		

Function:		
Processor type and speed		
RAM		
Disk space available		
Operating System		
Other		
Printers		
Function		
Networked (Y/N):	321 Networked	
Color (Y/N):	27 Color	
Telecommunications Services		
Telecommunications lines (voice and data)		
Voice/fax telephone		
Wireless service telephone (cellular phones, pagers, etc.)		
Computer workstations with modems (dial-access)	0	
Leased data circuits (i.e., WAN & Internet)	Provided by state through Spirit Telecom 10 GB	
Special telecommunications equipment (TDD – telecommunications devices for the deaf)		
Distance Learning		
High bandwidth, video conferencing links	0	
Video retrieval service providers	0	

Satellite service providers for distance learning	**ETV**	
Internal Connections		
Equipment		
Switches – #	**48 switches act as routers**	
Routers - #		
Data wiring – what kind?	**Category 5 and fiber**	
Network servers - #		
Internet Access		
Direct connections (MPLS)		
Direct connections (T1, 56kbs, ISDN lines)		
Satellite	**ETV**	
Modem		

* See Attached

Technology Staff Skills

Ability	Skill needed	Skill Available In-House?	Contracted additional tech support?
Technical Staff Skills			
PC Skills			
Install & Configure hardware		2	
Load & update software		2	
Troubleshoot & repair problems			
LAN Skills			
Design Network			
Install & configure hardware			
Load & update software			
Troubleshoot & repair problems			
WAN Skills			
Install & configure hardware			
Load & update software			
Troubleshoot & repair problems			

Attachment 2: Network Diagram

[Probably the most difficult part. This can be hand-drawn, or you can use a software package to create your diagram.
http://www.more.net/technical/netserv/diagrams/documenting/index.html]

See Attached

Internet Use Policy

Spartanburg School District Four

Technology Practices Agreement

Introduction

Spartanburg School District Four is pleased to be able to provide students access to   technologies that enhance and enrich the educational process. Providing access to Internet resources, email capabilities, media centers with automated cataloging systems, satellite instructional television programming, and well-equipped keyboarding and curriculum labs helps facilitate the learning process.

Access to these forms of technologies is a privilege, not a right, and comes with expectations of appropriate actions and responsibility. The following guidelines have been developed to ensure that all technology is used appropriately.

Acceptable Use

Spartanburg District Four's goal in providing access to various technologies is to promote the teaching and learning process in our district. The purpose of utilizing technologies is to allow for an expanded opportunity to develop, practice, remediate and reinforce classroom skills.   The use of technology in support of these educational objectives of the school district is the definition of acceptable use.

General Guidelines for Using Technologies

Students agree to:

1. Use technology equipment only with permission from a teacher
2. NOT deliberately tamper with, vandalize, destroy, or steal technology equipment.
3. NOT install any software to the network or to an individual computer.

4. **NOT delete, alter, or willfully corrupt network programming.**
5. **NOT use technology programming or equipment for personal gain, for product advertisement, or for political lobbying.**

Internet Access

The Internet or the World Wide Web is an electronic highway linking computers all over the world. The Internet provides instant access to a wealth of current information and educational materials and allows for worldwide communication.

Students agree to:
1. **Use the resources for legitimate educational purposes.**
2. **NOT use the computer to view or download obscene or other inappropriate materials.**
3. **NOT download files, images, or text to a printer, floppy disk, or hard drive without the permission of the supervising teacher.**
4. **Use only the software provided by the district for Internet access.**
5. **Keep private any personal information about themselves or friends, such as name, address, or telephone number.**
6. **Correspond on Internet only with the direct supervision of a teacher and only by using a generic email address provided by the teacher.**
7. **Be polite in all communications, and use no abusive, profane, vulgar, or other inappropriate language.**

Penalties for Improper Use

The use of all technologies in Spartanburg District Four is a privilege, not a right. Failure to follow the guidelines listed in this agreement could result in these privileges being denied.

Disobeying the *Technology Practices Agreement* rules and guidelines carries the same consequences for misconduct which are set forth in the Student Handbook. Refer to your Student Handbook for the specific consequences.

Certification

This Technology Plan has been reviewed and submitted on behalf of [School District or Library Name].

Signatures:

School District or Library Director:

_~~Slate~~_____

Date: _3/5/2010_____

School District or Library Board Chair:

_~~MCSmith~~_____

Date: _3/5/2010_____

Other (as needed): _~~W. Dell Fish~~_____

Title: _Superintendent_____

Date: _3 - 5 - 10_____

- -

FOR USE BY THE SOUTH CAROLINA STATE SCHOOL DISTRICT OR LIBRARY

This plan has been reviewed and certified by the South Carolina State School District or Library. This certification will be effective for the term of this plan, but not to exceed three years.

Approved by the SC State School District or Library:

_____

Date: _____

This certification expires: _____

Date: _____

This certification expires: _____

SC Aim	Subcommittee	Chair	Member	Member	Member	Member	Member	Member	Member
5	Safe Schools	Mitchell Taylor	Joni Phillips	Shameka Dawkins	Darrell Dawkins	Mandy Wofford	Michael Tumblin		
1,3	Lower Pupil-Teacher Ratio	Glen Carson	Sarah Catto	Samantha Amick	Ashley Bennett	Clint Gillespie			
2	High Quality Employees	Kim McAbee	Randy Williams	Laura Turner	Tracy West	Tammy Bailey	Ann Babb		
5	Top Facilities	Clark Simpkins	Randy Williams	Lynn Teague	Jason Hayes	Andy Hodges	Tim Scipio		
1,3	World Class Curriculum	Karen Neal	Gordon Godfrey	Bill Brasington	Ann Hodge	Everette Workman	Staci Howard	Christine Morris	
4	Community Relations	Denise Brown	Melvin Brewton	Karyn Page-Davies	Princess Lipscomb	Vanessa Ray	Paul Gilliam	Patience Schumpert	
4	Pride/Loyalty/Tradition	Scott Lawson	Melvin Brewton	Joni Phillips	Nicole Sheffield	Carolyn Hughes	Bryan McConnell	LeeAnn Skinner	
6	Communication	Kim Hunter	Debra Fortner	Karyn Page-Davies	Carly Parker	Heather Bailey	Margaret McConnell	Melinda Crocker	
6	Personalization	Aaron Fulmer	Bill Brasington	Debra Fortner	Karyn Page-Davies	Lindsey Keller	Jessica Burnette	Tia Palmisano Davis	Kim Dionne
5	Technology	Glen Carson	Mike Champion	Angie Watson	Leah Pangel	Tina Harrell	Gwen Lyda		
1	Character Education	Argyl Brewton	Gordon Godfrey	Debra Fortner	Karyn Page-Davies	Casey Dover	Katie Mills	Carrie Potter	Cindy Lee
6	Adequate Funding	Chris Benfield	Bill Brasington	Karyn Page-Davies	Erin Patterson	Adam Knighten	Cassandra Barksdale	Meredith Lynch	

SC Aim	Subcommittee	Dist Chair	WPS Chair	WPS MEMBER	WPS MEMBER	WPS MEMBER	WPS MEMBER	WPS MEMBER
5	Safe Schools	Mitchell Taylor	Shameka Dawkins	Gretchen Gassaway	Betsy Alexander	Jane Ritz		
1,3	Lower Pupil-Teacher Ratio	Glen Carson	Sarah Catto	Ebony Blackley	Donna Godfrey	Giada Parris		
2	High Quality Employees	Kim McAbee	Laura Turner	Olivia McNorrill	Erin Gambrell	Rhetta Atkins		
5	Top Facilities	Clark Simpkins	Lynn Teague	Whitney Marsh	Britt Lassiter	Karen Bagwell		
1,3	World Class Curriculum	Karen Neal	Ann Hodge	Lisa Taylor	Judy Anderson	Carly Painter	Debbie Harrison	
4	Community Relations	Denise Brown	Princess Lipscomb	Annette Craig	Christin Smith	Diane Massingill		
4	Pride/Loyalty/Tradition	Scott Lawson	Nicole Sheffield	Kim Fowler	Wanda Lanford	Donna Woodruff	Fran Thomas	
6	Communication	Kim Hunter	Carly Parker	Marie Davis	Amy Tinman	Bennie Mayberry		
6	Personalization	Aaron Fulmer	Lindsey Keller	Kara Mabrey	Leslie Morton	Suzanne Hamilton	Nicole Moon	
5	Technology	Glen Carson	Angie Watson	Jessica Harvey	Paula Jeter	Vickie Brown		
1	Character Education	Argyl Brewton	Casey Dover	Celeste Lyda	Liz Tipton	Alison McLane		
6	Adequate Funding	Chris Benfield	Erin Patterson	Meredith Cox	Jan Richards	Elena Roberts		

WES Strategic Planning Subcommittees	2009-2010						
Subcommittee Focus Areas	District Chair	WES Chair	WES Member	WES Member	WES Member	WES Member	WES Member
Safe Schools	Mitchell Taylor	Darrell Dawkins	Linda Fortner	Alysia Hayes	Lori Patterson	Patrick Goforth	Diane Lamb
Lower Pupil-Teacher Teacher Ratio	Glen Carson	Samantha Amick	Lena Kirstein	Emily Montjoy	Jotana Jones	Christian Smith	Carlla Hendrix
High Quality Employees	Kim McAbee	Tracy West	Hope Harrison	Betsy Foster	Adam Knighten	Connie Smith	Barbara Gideon
Top Facilities	Clark Simpkins	Jason Hayes	John McAbee	Myra Wood	Daniel Addis	Eden Young	Mike Berry
World Class Curriculum	Karen Neal	Everette Workman	Karen Goforth	Gloria Young	Jessica Ashe	Brad Parton	Jessica Quidley
Community Relations	Denise Brown	Vanessa Ray	Hazel Byrd	Ginger Lanford	Shirley Betsill	Suzy Starnes	Ann Irby
Pride/Loyalty/Tradition	Scott Lawson	Carolyn Hughes	Terri Deer	Jane McFerrin	Dana Grant	Toni Sloan	Sarah Nelson
Communication	Kim Hunter	Heather Bailey	Ginna Chappell	Andrea Gaffney	Nancy Alston	Robyn Prince	
Personalization	Aaron Fulmer	Jessica Burnette	Patsy Quidley	Emily Rhodes	Susan McAbee	Angie Martinez	
Technology	Glen Carson	Leah Pangel	Chasity Watson	Mark Soza	Regina Arnold	Kathy Morgan	Elizabeth Handley
Character Education	Argyl Brewton	Katie Mills	Tom Deer	Tammi Satterfield	Wendy Hawkins	Tina Horvath	Angie Surrett

SC Aim	Subcommittee	Dist Chair	WMS Chair	WMS MEMBER	WMS MEMBER	WMS MEMBER	WMS MEMBER	WMS MEMBER	WMS MEMBER
5	Safe Schools	Mitchell Taylor	Mandy Wofford	Brian Wofford	Daniel Westmoreland	Leslie Strickland parent	Kris Duncan-parent		
1,3	Lower Pupil-Teacher Ratio	Glen Carson	Ashley Bennett	Gail High	Beth Ramey	Connie Smith			
2	High Quality Employees	Kim McAbee	Tammy Bailey	Faye Ledford	Keith Workman	Amber Lee			
5	Top Facilities	Clark Simpkins	Andy Hodges	Raymond Smith	Barry Wash and Duane Thompson	Twedis Walker	Phil Hembree	Anne Greene	
1,3	World Class Curriculum	Karen Neal	Staci Howard	Jennifer Lassiter	Mary Runyans	Meredith Ard			
4	Community Relations	Denise Brown	Paul Gilliam	Suzanne McConnell	Jami Guker	John Carroll	Donna Hembree	Kenya Lane-parent	
4	Pride/Loyalty/Tradition	Scott Lawson	Bryan McConnell	Bodee Brown	Mike Stokes	Brian White	Wendie Lawson		
6	Communication	Kim Hunter	Margaret Jo Caughman	Sherri Gillespie	Cindy Bennet	Emily Wireman	Stacey Skinner		
6	Personalization	Aaron Fulmer	Tia Palmisano Davis	Julie Carroll	Angie Turner	Tracy Lawson	Melody Bowman-parent		
5	Technology	Glen Carson	Tina Harrell	Amber Watts	Julie Kitchens	Carolyn Huckeba			
1	Character Education	Argyl Brewton	Carrie Potter	Selena Turnipseed	Cheraw Miller	Allison Williams	Tonja West	Lisa Smith-parent	
6	Adequate Funding	Chris Benfield	Cassandra Barksdale	N/A					

WHS Subcommittee

	WHS Chairs	English	Math	Science	SS	Arts/Bussiness/F.Lang/Sp.Ed	Other	Total
Safe Schools	Tumblin	Byrd	Martin		Lanford	L. Nichols	Adkins	5
Pupil-Teacher Ratio	Gillespie	Edwards	Mosley	McDonald		Ch. Hitchcock	B.Taylor	5
High Quality Employees	Babb	Caulder		Shuler	M. Morris	Johnson	Hughes	5
Top Facilities	Scipio	Saunders	Edmonds		Parks	Nash		5
World Class Curriculum	C. Morris	Smith				Olencki		5
Community Relations	Shumpert	Westmoreland		Hanks		Rollins	Lane	5
Pride Loyalty Tradition	Skinner	M.Nichols	Brady	Clark	Parham	Roth	H. Thomas	4
Internal Communication	Crocker					Murphy	Cannnon	4
Personalization	Dionne		Addison	Robertson	Ireton	Lawton	Co.Hitchcock	5
Technology	Lyda			Ramey		Blanton		5
Character Education	Lee	Kennedy		Watson				4
Adequate Funding	Lynch							1

I. Student learning will be supported by technology that is appropriate and effective.

  A. To enable users to make optimum use of available resources through technology professional development

   1. Indicators of success
      a. The level of agreement with item 1 of the district's staff technology survey is maintained or increased
      b. 100% of teachers meet the district's requirements for demonstrating computer competence
      c. The district's technology plan is approved by the South Carolina Department of Education
      d. **100% of faculty include a technology component in their professional development plan**

   2. Strategies
      a. Require all instructional staff to demonstrate technology competence
      b. Provide technical support to staff members in the use of the system hardware and software
      c. Solicit input from staff regarding technology professional development
      d. **Integrate advanced technology professional development into the existing ADEPT evaluation processes.**

  B. To upgrade computer equipment, systems software and network infrastructure as necessary to maintain an efficient interface with all internal and external constituents

   1. Indicators of success
      a. The level of agreement with item 2 of the district's staff technology survey is maintained or increased
      b. The South Carolina Department of Education's Technology Survey is current
      c. The district's technology plan is approved by the South Carolina Department of Education

   2. Strategies
      a. Provide technical staff to install, integrate and maintain all necessary components of the system
      b. Maintain an efficient procedure for managing installations and repairs
      c. Solicit input from staff **and external consultants** regarding technology upgrades

  C. To acquire peripheral equipment for integration with existing installations to optimize computing capacity

   1. Indicators of success
      a. The level of agreement with item 3 of the district staff technology survey is maintained or increased
      b. The district's technology plan is approved by the South Carolina Department of Education

   2. Strategy

	a. Establish and maintain an efficient procedure for identifying peripheral equipment needs
D.	To acquire and maintain software applications that effectively support specific curricular, instructional and assessment needs of students
	1. Indicators of success
	a. The level of agreement with items 4 and 5 of the district's staff technology survey is maintained or increased
	b. The district's technology plan is approved by the South Carolina Department of Education
	2. Strategies
	a. Establish and maintain an efficient procedure for identifying and acquiring needed academic software
	b. **Utilize remote-hosting for academic applications when more effective.**
	c. Provide access to software-specific technical support for all academic software
E.	To integrate telecommunications, facilities' security, data management, and other ancillary applications into the existing network infrastructure as appropriate to improve effectiveness
	1. Indicators of success
	a. The level of agreement with item 6 of the district's staff technology survey is maintained or increased
	b. The district's technology plan is approved by the South Carolina Department of Education
	2. Strategies
	a. Include technology staff in building construction and utility and business process upgrade planning
	b. Solicit input from staff **and external consultants** regarding integrating technology with other district systems
F.	To establish school and district websites to serve as portals of communication between and among students, teachers, administrators, support staff, parents, and the community
	1. Indicators of success
	a. The level of agreement with item 7 of the district's staff technology survey is maintained or increased
	b. The level of satisfaction with home-school relations on the state report card survey is maintained or increased
	2. Strategies
	a. Identify and support webmasters at each school
	b. Provide the necessary hardware and software to facilitate website development, maintenance and continuous improvement
G.	To utilize technology to provide the most cost effective education possible
	1. Indicators of success
	a. The level of agreement with item 8 of the district's staff technology survey is maintained or increased

b. Per-pupil expenditure is below the South Carolina average
2. Strategy
a. Solicit input from staff **and external consultants** regarding utilizing technology to reduce costs

School: _____ Date: _____

1	Strongly Disagree
2	Disagree
3	Don't Know
4	Agree
5	Strongly Agree

For each statement below, circle the number to the right that best fits your level of agreement. Use the scale above to match your opinion. Record any comments regarding the statements on the back of the form by writing the number (1-8) of the statement followed by your comment.

Statement	Scale				
1. Technology professional development in our school and district has enabled me to make optimum use of the available technology resources.	1	2	3	4	5
2. Computer equipment, systems software and network infrastructure allow me to use technology efficiently.	1	2	3	4	5
3. Peripheral equipment (printers, projectors, CD drives, etc.) is available to me as needed.	1	2	3	4	5
4. Software is available that effectively supports my needs.	1	2	3	4	5
5. Software is available that effectively supports the needs of students.	1	2	3	4	5
6. Telecommunications, security and data management is integrated into the technology infrastructure as appropriate	1	2	3	4	5
7. School and district websites serve as portals of communication between and among members of the school community.	1	2	3	4	5
8. Technology is utilized to provide the most cost effective education possible.	1	2	3	4	5

WPS1-3524

core4

WPS-Core

CORE

WHS-Core

WES-Core

WHS1-3560

WES1-3524

WMS-Core

WMS1-3560